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ABSTRACT

A descriptive analysis addressing the future impact of globalism on programs in educational administration provides perspicacity to professors in the specialty area. Emphasis on internal/global education is usually reserved for programs for individuals going to foreign countries, working with foreign countries, or providing cooperative programs with foreign countries. A new emphasis must be provided in educational administration preparation programs for candidates to work with people of other cultures and values--people from other countries who now reside in the United States and operate business and industry for foreign investors. This paper investigates perspectives relating to change and restructuring that affect the future of education and educational leaders in the United States. These perspectives include: (1) the need for transformation in how students, parents, and teachers perceive restructuring to confront the changing world; (2) the changing role of the family in society; (3) the changing society and student diversity; (4) technology and the global society; (5) common understanding and relationships in the economic, political, and ecological connectedness in the world; and (6) educator and educational leader preparation--all in relation to the globalism of the world community. (16 references) (RR)

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FUTURE IMPACT OF GLOBALISM ON PROGRAMS IN EDUCATIONAL ADMINISTRATION

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A paper prepared for presentation at the annual meeting of the National Council of Professors of Educational Administration, Los Angeles, CA, August 12-17, 1990.

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FUTURE IMPACT OF GLOBALISM ON PROGRAMS IN EDUCATIONAL ADMINISTRATION

A descriptive analysis addressing the future impact of globalism on programs in Educational Administration provides perspicacity to professors in the specialty area. Emphasis on international/global education is usually denoted to programs for individuals going to foreign countries, working with foreign countries, or providing cooperative programs with foreign countries. A new emphasis must be provided in programs for developing educational administrators; one which provides competencies for school administrators to work with people of other cultures and values--people from other countries who now reside in the United States and work/operate business and industry components for foreign investors.

As foreign investments continue to increase in the United States, public school administrators across the nation will need to develop the human relations skills to work with the individuals who operate these businesses and industries. The internship concepts which have been enhanced by the Danforth Foundation projects for the Preparation of School Principals contribute to techniques which may be used to develop these competencies as well as develop good public relations with business and industry, especially with foreign investors. The use of the internship concepts of interaction with administrators of business and industry owned and operated by foreign investors may provide a better understanding of the future impact these

investments may have on education in the public schools of the United States.

The United States has been referred as the "melting pot" of the world where many cultures and ethnic groups have come together to form a nation. The future of the educational leader is historically bound to the "roots" of the individual. Change in world politics, the influx of democracy in former communist countries, and the United States from a creditor to a debtor nation indicate a need to change some of the emphases of programs for development of educational leaders.

Change and **restructuring** are two terms which impact the future of education and educational leaders in the United States. The perceptions of individuals concerning restructuring, values, diversity, future, culture/multi-cultural, and the conceptions of findings related to these concepts are important. At the fifth anniversary celebration of the International Education Consortium in November, 1989 in St. Louis, Ernest Boyer stated "We need to study non-Western cultures to understand our future." The future of the world belongs to all cultures and societies. Major transformations are occurring around the world--socially, economically, politically, ecologically, and culturally.

As restructuring of educational components occurs in the United States, members of the educational administration professorate must address new significance to the development of future educational leaders with globalistic perspectives. Restructuring is not a rapid process and usually is hindered by

what people "do not know" according to Brandt (1990), Goodlad (1984) and Sizer (1984). To address the changing world, the preparation programs for school administrators must restructure to prepare the future educational leaders. These new leaders must address rapid change in the environments of the world, nation, state, community, and schools. Persistence and understanding of human values relate to vision and the development of a nation's most precious resource--the children.

A transformation must take place in how students, parents, and teachers perceive restructuring to confront the changing world. The school administrator is the key individual to model these facets. Therefore, all basic systems in education must be restructured to enable individuals to pursue learning and to grapple with the complex issue of today's world. Carroll (1990) indicated that few educators are willing to confront the insoluble dilemma of today's schools. Finn, 1990 concurs that old conceptions are hard to change and that "Old paradigms do not retire gracefully, and the avatars of new ones are often scorned and savaged" (1990: 589). Leadership for acceptance of globalism and the cultures which influence the productivity of our schools must come from the individuals in educational administration who prepare the future school administrator. These facets relate to the post-modern family, future students and schools, cultural diversity, political and economic change, the education of educators, and globalism.

As the role of the family has changed in society in the

United States, Elkind (1990: 8) states that "changing parental values leave greater role for educators." He provides emphasis that the school administrators must take on a greater role in the responsibility of childrearing and nurturing. This associates the evolution of families and schools to the development of children to live in the tectonic changes in the structure of our society. With studies indicating that children are not performing well in the public schools, schools and school leaders must address all measures to ensure the plenary components of a child's education including values, global perspectives, cultural differences, as well as physical performance.

Brandt (1989) agrees that educational leaders need to be concerned with a changing society and student diversity. "Today's classrooms house growing numbers of poor, minority, and handicapped students," according to Hodgkinson (1988). The changing school populations including students from other countries and societies require that the educational processes be restructured to provide opportunities that make a difference for the students. Internal diversity of the Hispanic and Asian populations in the public schools symbolize a need to address a global society in the schools of the United States. Educational leaders/school administrators must understand the cultural and value differences of these populations according to Esther Taira (1989). With new Hispanic and Asian students entering the educational systems every day, culture shock is likely to occur not only with these students but with their counterparts, with

faculty, with staff and with the educational administrators.

The future of all children is related to education, the challenge for schools, new technology, and how to live in a global society. Cetron (1989) communicates that education is the key to the future for societies of all countries. The changing world must be given emphasis in the educational processes as well as for the development of the educational leaders. Many occupations will no longer exist as new occupations are developed in a new technology which will change the perspectives of our values. Retooling or retraining will become a major component of the schools for the decade of the 1990's. Naisbitt and Aburdene (1990) reflect that society must address a new world view. "This is an increasingly interconneted world..." (1990: 15) which provides a new era of globalization. They contend that with the breakthroughs of new technology, an expanding concept of what it means to be human becomes a part of the global education component. Economics and world politics will become a major emphasis for educators and students in a new global economy and a peace oriented world.

As the world changes, educators in the United States need to have a better understanding of the educational challenges to be faced. Trout (1989) remarks that global education and an understanding of "glasnost" is a challenge that educators must face. Reforms in the Soviet Union under Gorbachev's "perestroika" provide a new importance for educational leaders to understand reform concepts and how these may relate to the

educational processes and educational reform. A changing ideology from "cold war" to coexistence inspires an urgent task for educators according to Chomsky (1989). These facets on globalism must be addressed in preparing future educational administrators.

All cultures and societies have educational processes. The educational systems may not have similar organizations or curriculums. But we all have a way to transmit values, beliefs, and essential knowledge to our young. Since education is a common thread across our globe, it may be a vehicle for assisting in developing a common understanding and relationship. With more and more international investing and interchanging of business leaders across national boundaries educational institutions will be impacted by a new constituency of foreign students and parents. They will have different needs and expectations. School leaders and teachers need to be prepared to work with these families in developing programs to meet a new global aspect of education. Hunter (1990) sees the challenge for this generation of teachers and administrators to be one of generating new visions, new horizons, new definitions of the future. He goes on to propose that educators must unite in a recognition that education and schooling must be integrated into a worldwide system addressing not only social, economic, scientific, religious issues but a sensitivity to the individual cultural, social, and developmental needs of all nations.

In November 1989, Ernest L. Boyer addressed the concept of

connectedness at the International Education Consortium's fifth anniversary celebration. He pointed out the need to help students understand the economic, political and ecological connectedness of our existence in the world. We share the universal experience of birth and growth and death. Each of us across the globe use symbols to communicate through language. We have the capability to place ourselves in time and space. All of us are members of groups and institutions and we have a love of the aesthetic. Producing and consuming is a common occurrence for all cultures. Finally, all people live by values and beliefs. Dr. Boyer proposes a planned program for providing a core curriculum dealing with human commonalities as the heart of teacher preparation programs. In addition, he would like to see a top-level research and development project to shape the core curriculum to give students a more coherent view of knowledge and a more integrated, more authentic view of life.

John Goodlad (1990) contemplates the fact that studying the education of educators is the conception to findings. Research and the preparation of educators and educational leaders is a key to the development of good schools. Good schools must address globalistic concepts for individuals to be able to exist in a new world. The methodology in which educators have been prepared is currently obsolete. Expectations should be high as programs for educator development address new facets for a global society.

The impact of globalism is seen even in small rural communities of the United States. During a planning retreat of

Franklin, Kentucky school administrators, there was a discussion of the new plant being built in their rural school district. A Japanese firm would be bringing their families to live in the community. A teacher was being hired to help with the orientation of these students and their parents. The effects of this new employer was being felt before the plant opened. The superintendent assured the principals that there would be help with students not speaking English. In private, one principal expressed being glad to have Japanese students in her school. She felt the students and their families would be good role models. However, there was no discussion about the value system of the new families or problems the regular students may have. This rural system has a stable, homogenous community. The economic and social aspects of this community needed to be understood by these school administrators.

The educational administrator for the next century must be an individual with a global perspective, a role model, an appreciation of all cultures, and an instructional leader. Preparation programs for educational administrators must provide opportunities for development in these areas.

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